

ESOL

International

Level 3 – CEFR C2

Interlocutor Instructions (Ref: OCNL0922C2SII)

Speaking – Interlocutor Instructions: September 2022

Time allowed: Speaking - 20 minutes

Information for Interlocutor

There are three parts to this assessment:

- Candidate(s) MUST NOT prepare for Part One.
- Candidate(s) may have up to 10 minutes preparation time - 5 minutes each for Parts Two and Three.
- The assessment should last approximately 6 minutes in total (2 minutes per part).

Interlocutor's Pack for the C2 Speaking Exam

There are three parts to this assessment.

The assessment should last approximately 6 minutes in total (2 minutes per part).

About Part One



Instructions for Assessors:

Candidates **MUST NOT** prepare for part one.

Part one assesses a candidate's ability to respond to general everyday questions.

You should listen for:

- Appropriacy of answers

- The grammar, vocabulary, tone, range and register being used in relation to the level of the assessment

You **MUST** ask the questions as printed in this document.

About Part Two



Instructions for Assessors:

Part two takes the form of a conversation on a given topic.

Candidates may be given access to all of the scenario cards a maximum of two weeks before the assessment. You must inform the candidate of the scenario of assessment at the start of part two.

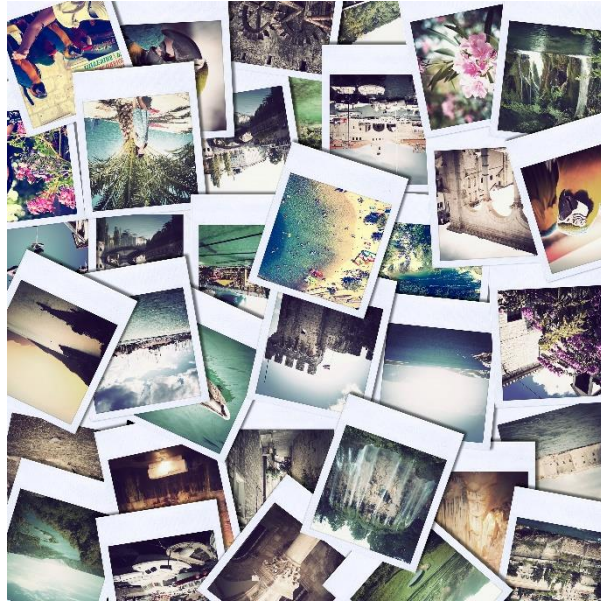
You must select one scenario for each candidate. Different scenarios should be selected for each candidate to ensure that all scenarios are used and that consecutive candidates have different scenarios.

You must lead the discussion using the scenario and prompts available in the Part Two section of this document.

Give the candidate a scenario card at the start of the assessment of part two and they may refer to their notes, but not read from them.

You may use the given prompts to assist the candidate if required.

About Part Three



Instructions for Assessors:

Part three takes the form of a discussion, led by the learner, based on an image/diagram.

There is a selection of four images in the Part Three section of this document and you may use one or two for each candidate.

Candidates are given the five prompts a maximum of two weeks before the assessment. You must inform the candidate of the scenario of assessment at the start of part three.

You may use the given prompts to assist the candidate if required.

Part One – Instructions for the Interlocutor

Candidates may not refer to notes for this part.

Start the recording and state:

- “This is the OCN London ESOL International speaking assessment at Level C2. Please tell me your name and the name of the centre.”

Once the candidates has responded, state:

- “Today's date is xx/xx/xxxx”

Ask all of the questions in part one and allow candidates to answer.

You may prompt the candidate to elicit more information if one-word responses are used.

At the end of part one, for the recording state:

- “This is the end of Part One.”

Part One – Assessment

This part should last approximately 2 minutes and you must ask all 5 of the following questions:

- Do you prefer working from home or in an office? Why?
- Is it important to you to have a good work- life balance?
- What is the best piece of advice you have ever received?
- Which means do you use to access the news?
- What important lessons has your family taught you?

You may prompt the candidate for further information only if required. Follow-up questions you may wish to use include:

- Asking for further thoughts
- Asking why they responded as they did

Part Two – Instructions for the Interlocutor

The candidate can now use the notes they made for part two.

Tell the candidate which of the five scenarios they will be assessed on.

- “This is Part Two. We are using Scenario xx.”

To assist you, there is more information on the following pages – including scenarios and prompts.

The dialogue should last for 2-3 minutes, do use the prompts to help the candidate meet this requirement.

At the end of part two, for the recording state:

- “This is the end of Part Two.”

Part Two – Assessment

Scenario 1

Introduce the scenario to the candidate by saying:

- **“Scientists have deemed that by the year 2030 we will have used up all the available energy resources of the planet. The only way to reverse this situation is to change our energy consumption habits immediately. Do you think that this is an important issue?”**

The candidate should engage in a conversation about energy resources and people’s consumption habits.

Engage in the conversation to encourage the candidate to speak for approximately 2 minutes.

Things to think about/prompts include:

- What are the available energy resources at the moment?
- What is energy mostly used for?
- What are some alternative energy resources?
- What will happen to the planet if we don’t change our habits?

Scenario 2

Introduce the scenario to the candidate by saying:

- **“More and more people nowadays prefer thrift shopping than buying fast fashion items. What do you think about that?”**

The candidate should engage in a conversation about thrift shopping and its impact on people and the environment.

Engage in the conversation to encourage the candidate to speak for approximately 2 minutes.

Things to think about/prompts include:

- What are the advantages of thrifting?
- What are the advantages of shopping from fast fashion shops?
- Do you enjoy thrift shopping?
- What are the advantages of thrift shopping for the environment?

Scenario 3

Introduce the scenario to the candidate by saying:

- **“Nowadays the government is encouraging people to access public services mainly through the internet. This may be more efficient for some; however, others may feel excluded. What is your opinion about that?”**

The candidate should engage in a conversation about online access to public services.

Engage in the conversation to encourage the candidate to speak for approximately 2 minutes.

Things to think about/prompts include:

- What are some pros and cons of digital access to public services?
- Who might feel excluded?
- How can the government facilitate these people?
- Do you think standing in line for public services is a thing of the past?

Scenario 4

Introduce the scenario to the candidate by saying:

- **“The local government has introduced a new law stating that all people over the age of 15 will be able to vote on the national elections. Do you think this is a good idea?”**

The candidate should engage in a conversation about whether people should be allowed to vote after the age of 15 and its implications.

Engage in the conversation to encourage the candidate to speak for approximately 2 minutes.

Things to think about/prompts include:

- Why should younger people be able to vote?
- What will be the benefits of having younger voters?
- Will there be any disadvantages?
- How would voting help young people?

Part Two – Assessment Cards

Scenario 1

“Scientists have deemed that by the year 2030 we will have used up all the available energy resources of the planet. The only way to reverse this situation is to change our energy consumption habits immediately. Do you think that this is an important issue?”

Things to think about/prompts include:

- What are the available energy resources at the moment?
- What is energy mostly used for?
- What are some alternative energy resources?
- What will happen to the planet if we don't change our habits?

Scenario 2

“More and more people nowadays prefer thrift shopping than buying fast fashion items. What do you think about that?”

Things to think about/prompts include:

- What are the advantages of thrifting?
- What are the advantages of shopping from fast fashion shops?
- Do you enjoy thrift shopping?
- What are the advantages of thrift shopping for the environment?

Scenario 3

“Nowadays the government is encouraging people to access public services mainly through the internet. This may be more efficient for some; however, others may feel excluded. What is your opinion about that?”

Things to think about/prompts include:

- What are some pros and cons of digital access to public services?
- Who might feel excluded?
- How can the government facilitate these people?
- Do you think standing in line for public services is a thing of the past?

Scenario 4

“The local government has introduced a new law stating that all people over the age of 15 will be able to vote on the national elections. Do you think this is a good idea?”

Things to think about/prompts include:

- Why should younger people be able to vote?
- What will be the benefits of having younger voters?
- Will there be any disadvantages?
- How would voting help young people?

Part Three – Instructions for the Interlocutor

The candidate can now use the notes they made for part three.

Start the recording and state:

- “This is Part Three. We are using Prompt(s) xx (and xx)”

To assist you, there is more information on the following pages – including images and prompts.

The dialogue should last for 2-3 minutes, do use the prompts to help the candidate meet this requirement.

At the end of this part state:

- “This is the end of Part Three. This is the end of this speaking assessment.”

Stop the recording and collect in any notes candidates prepared for Parts Two and Three.

Part Three – Assessment

Part Three consists of a short discussion based on an image prompt.

The candidate may refer to notes they have prepared, but not read from them.

The candidate should speak for approximately 2-3 minutes.

Image 1

- Where do you think this person might be?
- Is this a place you would like to visit?
- What do you think the person in the picture is feeling?
- What do you think happened next?

Image 2

- What is the first thing that crosses your mind looking at this picture?
- How is this person feeling?
- Have you ever been in an event like this?
- What do you think they are protesting about?

Image 3

- How do you think these people are feeling?
- Should public spaces be accessible to everyone?
- What problems do people with disabilities face in your country?
- What do you think happened after the photo was taken?

Image 4

- What is the girl doing?
- Do you think young children should be encouraged to use technology items?
- Do you think that the use of technology can enhance learning in young ages?
- What positive outcomes might this bring?

Image 1



https://www.freepik.com/free-photo/man-jumping-with-joy-by-lake_2458056.htm

Image 2



<https://www.freepik.com/free-photo/people-marching-global-warming-protest-16408678.htm>

Image 3



<https://www.freepik.com/free-photo/full-shot-disabled-man-woman-vacation-18300464.htm#query=disabled&position=2&from view=search>

Image 4



<https://www.freepik.com/free-photo/adorable-girl-being-passionate-about-robotics-18771346.htm#query=children%20robots&position=26&from view=search>